SUGGESTIONS FOR MOTIVATING PRIMARY BRAILLE TEADING. (F. K. Merry)

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SUGGESTIONS FOR MOTIVATING PRIMARY BRAILLE READING

By
FRIEDA KIEFER MERRY

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SUGGESTIONS FOR MOTIVATING PRIMARY BRAILLE READING

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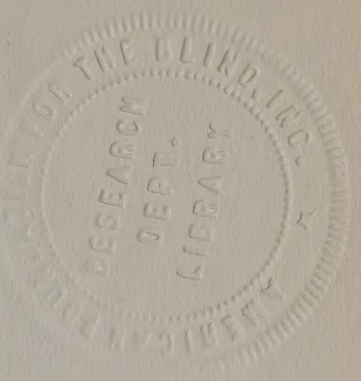

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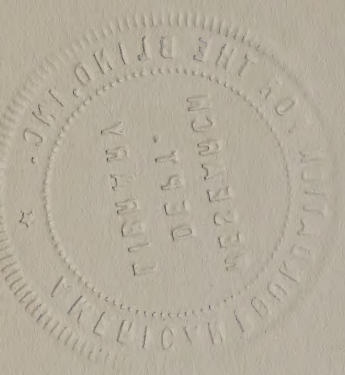

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SUGGESTIONS FOR MOTIVATING PRIMARY BRAILLE READING

By FRIEDA KIEFER MERRY, Ph. D.

The purpose of this article is to describe a few methods and devices which have been found practicable and stimulating in teaching primary braille reading at Perkins Institution for the Blind, in the Department of Special Studies, which is an experimental school run jointly by Perkins and the American Foundation for the Blind. It is hoped that material presented here will be suggestive to inexperienced teachers, to those accustomed to teaching seeing children, and to those teachers who are seeking greater variety in reading materials.

The suggestions offered will be considered under the following divisions:

I. The brailling of simple stories whose content and style appeal to children.

II. The devising of material suitable for constructive seat work which can be used individually or by small groups with very little supervision.

III. The adaptation of motivated drill material to individuals and to small groups.

I. THE BRAILLING OF SIMPLE READING MATERIAL

A. To encourage good reading habits, and to stimulate the desire to read, a number of the more progressive texts to be found in schools for seeing children have been brailled for our use by the Howe Memorial Press. In addition a quantity of easy, interesting supplementary material, so necessary for the practice needs of beginners, is being completed. These books deal with stories of child activity, animal life, and imaginative tales within the comprehension and experience of the child. (From time to time the *Teachers Forum* publishes the names and prices of such books as soon as they are available in braille.) These books sell for less than cost. Those listed on the next page (all in full spelling) are used at Perkins. (See page two.)

B. This year we are compiling two braille books. One has been written by the beginners in the lower school (including children through the second grade in the boys' division and through the third grade in the girls' division). It is reproduced in Part IV of this pamphlet. A number of copies have been made by the Garin process of duplicating hand-transcribed braille, and these will be ready for class room use in the fall. The book is written in braille full spelling. Usually the children told the stories orally while some adult recorded them, but a few brailled their verses themselves. Some of the stories were composed and written by groups of pupils under teacher supervision. The stories are either original or are re-told in the child's own language, so that very few changes were made, except in cases of defective grammar.

C. The second book was written by boys and girls in grades three through six. Stories pertaining to the history of Perkins as well as those giving individual experiences comprise the booklet.

In working with a backward unstable boy, the writer found stories relating to the child's experiences helpful. The following is typical:

GOING HOME

School closes soon.
Then Fred will go home.
He and his friend will ride on a train.
The train goes fast.
Maybe Fred and his friend will buy a lunch on the train.
It is fun to eat on the train.
Fred is happy because he is going home.
I wish I could go with Fred.
Do you?

BOOKS BRAILLED BY THE HOWE MEMORIAL PRESS

Author	*Title*	*Braille Price*	*Publisher*
Marjorie Hardy	Wag and Puff	$ .75	Wheeler Pub. Co.
Emma Serl	Work-a-Day Doings on the Farm	.80	Silver Burdett & Co.
Coleman, Uhl and Hosic	The Pathway to Reading: A Primer	.85	Silver Burdett & Co.
Suhrie and Gee	Story-Folk: First Book	.80	World Book Co.
Sherman Woodward	The Gay Kitchen	1.25	Little, Brown
Mary Frances Blaisdell	Pine Tree Playmates	1.10	Sanborn
Feza M. Reynolds	Shug the Pup	1.45	Beckley-Cardy Co.
Frances Lillian Taylor	Adventures in Storyland: A Primer	.70	Beckley-Cardy Co.
Margaret Flora	Animal Land Children	1.35	Beckley-Cardy Co.
Zoe Meyer	Orchard and Meadow (2 vols.)	1.80	Little, Brown
Grace T. Hallock and Julia Wade Abbott	Hob O' the Mill	1.35	(School Health Service, Quaker Oats)
Anne Williams Arnett	The Brother Bears & Other Stories	1.40	Beckley-Cardy Co.
Janet Field Heath	The Hygienic Pig & Other Stories	1.10	Beckley-Cardy Co.
Joseph C. Sindelar	Nixie Bunny in Manners Land	1.90	Beckley-Cardy Co.

D. A magazine called the *Bradlee Companion* has been compiled by the girls in the beginning department under the direction of Miss Susan Morse, the teacher. Snapshot pictures of the children have added to the attractiveness of this magazine, and to the enjoyment of all the children, whether or not they possess any sight.

E. Miss Feodore M. Nicholls, first and second grade teacher in the boys' department has made up a booklet called *Robert's Animal Friends* which she used in enlisting the interest of a child who was making little progress in learning to read. She capitalized upon the boy's interest in country life and in animals by writing stories for him which she illustrated by means of cut-outs of the animals studied.[1]

II. MATERIAL SUITABLE FOR CONSTRUCTIVE SEAT WORK

A. *Vocabulary Comprehension Questions*: The following twenty-five questions to be answered by *Yes* or *No* are used to check comprehension of silent reading material and are adapted from ideas embodied in group intelligence tests and reading tests. Questions regarding the weather (such as 22 and 23) and those on color (questions 7, 9) were inserted especially for the benefit of some of our blind children who lack this information.

VOCABULARY COMPREHENSION

Answer "Yes" or "No"

1. Do dogs fly?
2. Do cats bark?
3. Can you skip?
4. Do you like to jump?
5. Do pigs me-ow?
6. Do kittens purr?
7. Is the sky blue?
8. Do flowers grow?
9. Is the grass green?
10. Can a fish sing?
11. Are bananas fruit?
12. Is ice cream good to eat?
13. Can a tree swim?
14. Do you drink milk?
15. Is a ball round?
16. Can snow melt?
17. Can you cook with fire?
18. Does a squirrel like nuts?
19. Can a rabbit laugh?
20. Do carrots grow in the garden?
21. Does a hen lay eggs?

1. Nicholls, Feodore M. Learning to Read by the Word Method. Teachers Forum, A. F. B., Vol. I, No. 2, p. 2. May, 1928.

22. Does rain drop from the clouds?
23. Does the sun set in the morning?
24. Do you like to whistle?
25. Can you read?

B. On page three are the words for an adaptation of *Harter's Sentence Builder* No. 2122. The children are supplied with the words in braille and are told to make sentences of their own choosing or are given certain words to use in sentences. (See page 4.)

C. *A classification game* is modeled after the Harter material, using the idea of classifying the names of certain objects found in picture form in intelligence tests for primary seeing children, as follows. If four children are seated around a table this procedure works well:

The eight sets of words (things to wear; things in the house; things in the dining room; things to play with; things to work with; animals we know; things found outdoors; colors) are cut into individual slips, and are placed in the center of the table. The titles of each set, for example, "things to play with," are used as separate cards from which the children in turn choose their own. The child who chooses, for instance, "things to wear" will endeavor to find all the words belonging to his list. The others hunt the words belonging to their sets. A time limit is given and the pupil securing the greatest number of words belonging to his class of objects within the specified time, is selected as the winner. If no time limit is used it will be necessary (to insure justice) that the number of words in each set be equalized. The teacher and children may vary the game as the occasion demands. The material is useful for individual seat work if the teacher allows the child to select the words for one set out of a word-pile containing three sets instead of using the entire eight.

2. Harter School Supply Company, 2046 East 71st St., Cleveland, O.

CLASSIFICATION GAME—Modeled after Harter Material[2]

Set (A) *Things to Wear*

1. shoes
2. stockings
3. mittens
4. gloves
5. dresses
6. buttons
7. ring
8. hat
9. coat
10. beads
11. umbrella
12. sweater
13. bracelet
14. collars
15. trousers
16. cap
17. glasses
18. blouse
19. necktie
20. skirts
21. watch

Set (B) *Things in the House*

1. picture
2. lamp
3. radio
4. victrola
5. piano
6. bed
7. chair
8. table
9. rug
10. dishes
11. bookcase
12. vase
13. telephone
14. stove
15. broom
16. books
17. curtains
18. towels
19. pillows
20. furniture

Set (C) *Things in the Dining Room*

1. table
2. chair
3. dishes
4. forks
5. spoons
6. plates
7. knives
8. glasses
9. napkins
10. platter
11. china
12. table-cloth
13. food

Set (D) *Things to Play With*

1. top
2. train
3. soldier
4. horn
5. gun
6. sled
7. drum
8. blocks
9. ball
10. boat
11. kite
12. doll
13. skates
14. auto
15. skooter
16. carriage
17. fan
18. wagon
19. whistle
20. marbles

Set (E) *Things to Work With*

1. hammer
2. saw
3. nails
4. shovel
5. rake
6. ladder
7. needle
8. thread
9. thimble
10. pencils
11. stylus
12. scissors

Sentence Builder—Harter No. 2122—Adapted

help	You	bed	me	garden	Four
dress	gold	on	front	along	hard
up	ever	me	across	other	such
the	keep	on	before	their	soon
I	Money	must	country	present	ten
still		foot		might	
cut	people	a	did	people	go
clear	window	in	boy	children	the
the	Please	not	book	summer	of
of	from	six	back	where	the
	some		very		not
to	All	day	less	among	make
ear	We	quick	walk	enough	north
you	Each	water	hear	with	fall
best	hear	draw	always	Did	is
bank	Put	rest	Mother	for	a
will		Blue		off	
not	too	light	will		God
for	city	sometime	and	our	own
us	move	flowers	we	has	.
that	Sister	friend	left	speak	.
	let		the	drink	Run
or	Do	himself	is		time
a	sit	school	My	hand	will
us	one	Build	the	mile	ball
.	pretty	is	learn	.	.
think	Drive	?	Rain	I	is
horse		are		that	?
good	die	has	wide	step	a
came	old	.	once	silver	be
your	a	.	give	horse	.
the	A	down	strong	that	.
	open		Sound	food	for
can	earth	Way	around		the
may	house	the	winter	we	end
brought	Fresh	ride	will	the	let
watch	hill	your	corn	.	world
green	for	a	sweet	.	than
matter		.		who	you
when	Father	the	paper	that	of
start	something	pay	hundred	talk	That
this	then	a	people	Even	big
soft	Who	in	air	room	with
	at		the	voice	grow
most	A	.	and	the	Hold
help	cold	.	Do	one	.
is	the	.	it	What	They
a	Please	I	at	gave	much
and	flowers	.	buy	from	into
you	is	.	milk	live	your
can	?	.	you	him	this
try	Love	.	girl	fresh	.
black	east	.	short	bring	best
will	Boy	.	money	garden	the
ship	come	?	lie	Children	A
Little	the	at	second	take	in
went	My	were	house	well	a
Fill	us	you	home	good	Begin
full	to	us	white	What	

Set (F) *Animals We Know*

1.	horse	11.	squirrel
2.	dog	12.	bear
3.	cat	13.	goat
4.	cow	14.	rat
5.	pig	15.	chicken
6.	fox	16.	hen
7.	sheep	17.	turkey
8.	kitten	18.	bird
9.	monkey	19.	goose
10.	rabbit	20.	robin

Set (G) *Things Found Out Doors*

1.	grass	9.	sun
2.	flowers	10.	sky
3.	trees	11.	birds
4.	leaves	12.	stars
5.	berries	13.	moon
6.	blossoms	14.	rain
7.	ground	15.	storm
8.	snow	16.	wind

Set (H) *Colors*

1.	red	7.	black
2.	pink	8.	orange
3.	blue	9.	green
4.	yellow	10.	gray
5.	purple	11.	brown
6.	white	12.	lavender

III. MOTIVATED DRILL MATERIAL SUITABLE FOR LARGE OR SMALL GROUPS

A. A boy of good average ability and of considerable vision whose progress and interest in braille reading were not commensurate with his ability, was given completion sentences, true and false questions, question and answer matching, and word hunts. The story of *Silver Locks and the Three Bears* will give an idea of the manner in which completion sentences were used.

1. The child, after he read the story, was given a brailled sheet with these directions, as well as some word slips:

Find the word that belongs in the right space:

(1) Find the word that tells the name of the little girl and place it here ————. (Silver Locks)

(2) Put the word that tells where she lived here ————. (woods)

(3) She went to the woods to pick ———— (berries). Child gives the word to the teacher.

(4) She came to the house where three little ———— lived. (bears)

(5) The bears went out walking because their ———— was so hot they couldn't eat it. (porridge)

(6) Silver Locks ate the porridge of the ———— bear. (little, wee or small)

(7) Silver Locks sat down in the little bear's chair until the ———— fell out. (bottom)

(8) Silver Locks went fast asleep in the ———— bear's bed. (little, small or wee)

(9) The huge bear had a ———— voice. (gruff)

(10) The little bear had a ———— voice. (shrill)

(11) The three bears went upstairs to ———. (bed)

(12) Silver Locks ran to the open ———— where she saw the three bears. (window)

(13) She jumped out and ran ———— as fast as she could. (home)

2. The following questions were used with *The Crab and the Fox.*

Answer these questions by *Yes* or *No.*

(1) Was the crab wise? (Yes)

(2) Did the fox have a queer walk? (No)

(3) Did Mr. Fox suggest the race? (No)

(4) Did the fox have a bushy tail? (Yes)

(5) Did Mr. Fox know that Mr. Crab was clinging to his tail? (No)

(6) Did Mr. Crab win the race? (Yes)

(7) Did Mr. Fox know the crab was unfair? (No)

3. The following questions were brailled on *The Little Porridge Pot.* The child was asked to match the correct answer with the right question. Each question and each answer was brailled on separate sheets.

Questions

(1) Where did the little girl live?
(2) With whom did she live?
(3) What happened one day when the little girl went to the woods to pick berries?
(4) What did the old woman give the little girl?
(5) How did the little girl get something to eat?
(6) What happened when the little girl said, "Little Pot, stop"?
(7) What happened one day when the little girl went away?

Answers

(1) The little girl lived near the woods.
(2) She lived with her mother.
(3) She met an old woman.
(4) The old woman gave the little girl a porridge pot.
(5) The little girl had to say: "Little Pot, boil!"
(6) The little pot stopped.
(7) The little pot did not stop boiling. It even ran into the houses.

4. *A Word Hunt.* After the story of *Titty Mouse* had been read, the child was handed a slip containing directions and also ten separate slips, thus:

Find the word that tells what happened to Titty Mouse.

The ten slips given were:

cried	swept
window	wept
hopped	rattled
stool	broom
slammed	door

B. The backward, unstable child mentioned before, who experienced difficulty in reading, was given bulletins to read. These bulletins were placed in the Hardy Chart Holder[3] which hung near his desk. The messages contained words which were giving him considerable trouble. As soon as one bulletin was read successfully, it was replaced by a new one. The following are examples:

(1) Fred likes to open boxes.
(2) Do you have a baby sister?
(3) Mother is at home.
(4) You are a good boy.
(5) Jack likes to play games.
(6) Fred will go home with Tom.
(7) Play an old game you like.
(8) Fred likes to sit on the small chair.
(9) Big boys like to read.
(10) Put your coat on the chair.

The child was very immature socially, hence childish material and games appealed to him. A number of words were brailled on separate cards. We pretended they were fish. If he knew the word he kept it (the fish), but if he failed he had to throw it into the box which we used for the pond. At other times we thought of the words as miles. We had races to see how many miles (words) we could get in five minutes. These imaginative and self-competitive games proved quite stimulating, as did also the method of allowing children who were good readers to act as teachers. We were besieged by boys who asked to teach Freddie the words he didn't know.

C. *Lotto Game.* This game consists of ten cards 11 inches long and 4½ inches wide. Each of the ten cards contains ten words selected from the Gates word list.[4] (The number of cards and the number of words obviously may vary in number and content with the needs of the children.) The words are so spaced that they can be read easily. Small duplicate slips, each containing one word to match the total 100 words, are thrown into a box and shuffled.

Directions: The boy chosen as leader calls the duplicate slips in chance order. As soon as a child claims the word, he places it op-

3. Wheeler Publishing Co., Chicago, Ill.

4. Gates, A. I. A Reading Vocabulary for the Primary Grades. Bureau of Publications, Teachers College, Columbia University, N. Y. 1926.

LOTTO GAME

Supplementary Reading—From the Gates List

1. baby	1. book	1. day	1. hand	1. fire
2. apple	2. ball	2. bird	2. cake	2. children
3. pretty	3. face	3. fish	3. window	3. pig
4. winter	4. going	4. hurt	4. thank	4. hide
5. clean	5. light	5. open	5. own	5. it's
6. air	6. Easter	6. breakfast	6. cover	6. auto
7. grandfather	7. leaf	7. place	7. another	7. mail
8. didn't	8. knew	8. swim	8. visit	8. whom
9. gruff	9. won't	9. alone	9. often	9. o'clock
10. most	10. last	10. even	10. slow	10. without
1. bed	1. boy	1. dog	1. father	1. girl
2. back	2. bear	2. bread	2. cat	2. coat
3. drink	3. hen	3. walk	3. sky	3. jump
4. milk	4. set	4. grow	4. write	4. try
5. fine	5. kitten	5. black	5. both	5. then
6. call	6. donkey	6. age	6. basket	6. cupboard
7. banana	7. calf	7. flour	7. fur	7. love
8. begin	8. swing	8. flies	8. large	8. twelve
9. enough	9. hundred	9. yourself	9. behind	9. tomorrow
10. week	10. close	10. yet	10. meet	10. wide

posite the word on his list. The boy who completes his card first wins the game. The game can be continued indefinitely by having the winner act as caller. The caller simply takes the place occupied by the winner and the game continues. It is a good policy to let one of the children check the winner so that everyone may feel justice has been given.

The directions should be written out by the children and used as part of the reading lesson (for comprehension).

This method was very successfully used for review purposes. The boys were so enthused over it that they asked to remain in from recess to play.

If the time is short the child getting the most words within that time is winner. If only a few children play the game, the surplus words are discarded as called.

D. *Snap Game.* Instead of using pictures as in the original game for seeing children, the idea of matching duplicate pairs of words was utilized.

Preparatory work—Words from a picnic party were used. The game is played in groups of four, consequently each table uses a different set. The following words constitute the sets used:

Set 1

everybody	peanut butter
Douglas	bananas
John	bread
picnic	lemonade
lettuce	peaches

Set 2

immediately	lemon
pie	Louis
promised	chocolate
pickles	plums
bun	cookies

Set 3

sandwiches	oranges
cake	olives
ice cream	park
ham	Joe
George	swing

Directions to the teacher:

1. All cards must be cut the same size in order that the children shall get no cue of the word from its size.

2. This game lends itself well to drill purposes. It can be used for difficult words encountered in the reading lessons or in any other work. A selected list from the Gates or Thorndike lists may be used.

3. Heavy cardboard holds the braille dot satisfactorily. The cards can be handled many times before the dot is worn down.

4. Cut off the upper left-hand corner of the card so that the child will not lose time by trying to read it while holding it upside down.

5. Three groups, each using a different set of words, can work nicely in one room. This enables the winner of each group to move to the first table.

6. The teacher should be on hand in case of disputes or unfair playing.

Directions for playing:

1. This game is played by four children.

2. The cards are passed out by one child chosen by the group. He is called the dealer.

3. Pass out five cards to each child. Give each child just one at a time.

4. The child at the left of the dealer starts the game. He chooses a card and places it in the center of the table (called the "bone pile").

5. As the child puts the card down he tells aloud what the word is.

6. The child who first finds a card in his hand corresponding to the word called, takes it from the table while saying "snap." He then takes one of *his* cards and calls it. All children playing the game must listen closely. The game continues in this manner.

7. If no one has the duplicate to the word called it is discarded, that is, it is left in the "bone pile."

8. All extra cards are cleared from the table before the dealer passes out five more to each player.

9. The child who has the greatest number of word pairs is the winner.

10. The child who wins the game is dealer in the next.

11. If any child does not understand how to play the game the dealer must read the directions aloud again.

The following directions were written by one of the boys:

Directions for Playing Snap

"Four boys sit around the table. The dealer passes five cards to each boy. The boy on the left side of the dealer picks out a card and calls it out. But if the card does not match any of the players' cards it goes in the bone pile. If it does match the boy calls 'Snap'. At the end each player counts his cards. The one who has the greatest number of pairs wins the game."—Anthony Pollino.

E. Work with Museum Specimens of Animals included the following types of lessons:

1. *The Mole*

Preliminary Work: The children were allowed to examine a stuffed mole. They were not told its name but each had an opportunity to guess what it was. A discussion then followed on how the animal looks, how it lives, what it does (its habits and characteristics), and its value to man.

The next lesson consisted of question and answer matching. Questions and answers were brailled about the facts presented in the preceding lesson. The boys were divided into two groups. If a child read his question well he was allowed to choose a boy from the other group to answer it. If the latter was successful he chose a boy to read the next question. If a boy did not read well, the teacher did the choosing.

Factual Material on the Mole

(Written by the teacher)

The mole has a long, narrow body, and a short tail. It digs with its front legs. Its claws are big, broad and strong. The mole has soft, gray fur which fits closely to the body. The mole has no ear on the outside of its head. The eyes are very small and sunken and its nose looks

like a snout. He uses his snout to root into the ground. The mole has a very keen sense of smell. He has many teeth and they are very sharp.

The mole lives underground. In summer he moves about in the light top soil. In winter he goes deeper and sleeps. Moles live upon insects. They eat earthworms, grubs and buried insects.

The moles come almost to the surface and burrow through the earth. We call these long, low ridges of earth which the moles dig up mole hills. These mole hills are found in fields and lawns. They do much damage to the farmer's fields.

The mole helps us by feeding upon insects which destroy roots of plants.

Moles live in *burrows* made deep down in the ground.

Questions and answers about the facts discussed were brailled and the children matched answers to questions.

Questions

1. What kind of a body has the mole?
2. Does the mole have a long tail?
3. Why does the mole have such queer front legs?
4. Tell what kind of fur the mole has.
5. What kind of an ear does the mole have?
6. Why does the mole have such a pointed nose?
7. Tell about the mole's teeth.
8. Where does the mole live?
9. What does the mole eat?
10. What are *mole hills?*
11. How does the mole help us?
12. How can the mole damage our fields?
13. What is a burrow?
14. For what do we use mole fur?

Answers

1. The mole has a long, narrow body.
2. The mole has a short tail.
3. The mole has queer front legs with which he digs.
4. The mole has soft, gray fur. It fits closely to the body.
5. There is no outside ear for the mole.
6. The pointed nose helps the mole dig up ground.
7. The mole has many teeth and they are very sharp.
8. The mole lives underground.
9. It eats insects.
10. The earth the moles dig up in little piles are called "mole hills."
11. The mole helps us by eating insects which destroy plants.
12. Mole hills damage our fields and gardens.
13. A burrow is a hole dug deep in the ground by the mole for its home.
14. We use mole fur to make fur coats and other wraps.

2. *Guessing Game*

A stuffed fox was used for class work. Each child was allowed to examine it. He was then given a piece of paper on which he was asked to record the name of the animal, why he thought it was that particular animal, and a description of it.

3. *Maintaining Interest in a Story Read Aloud*

Since blind children must of necessity spend many hours listening to material which is read to them, it is important that they learn how to listen constructively. Different methods have been used to check the degree of interest and attention which the children have given to what has been read to them. For instance, Ernest Seton Thompson's story on *Raggylug* was read aloud, and the children were asked to guess what animal this was from its characteristics as revealed in the story. Instead of referring to the rabbit as such, the phrase, "our little friend" was substituted.

4. *Riddles*

Directions:

(1) Each child receives a riddle in braille.

(2) The boy who is chosen to begin the game reads his riddle aloud and calls upon another boy to answer it. If the

child called upon answers correctly he reads his riddle aloud and calls on some one else. The game continues in this manner.

(3) If a child does not know the correct answer, the caller is allowed to choose another child.

The following examples were among those used by the teacher:

I have two feet.
Cats like me.
I can fly.
I live in a nest.
Who am I?

Answer: bird

I am yellow.
You like my song.
My home is a cage.
What am I?

Answer: canary

My name begins with *m*.
I am little.
I like cheese.
Some people run away from me.
Guess my name.

Answer: mouse

Boys and girls like me.
I like peanuts.
Brown fur covers me.
I can climb trees.
Sometimes I live in a cage.
My name begins with *m*.

Answer: monkey

I have two long ears.
I like carrots.
Boys and girls like to have me visit them at Easter.
What is my name?

Answer: rabbit

I like nuts.
I have a bushy tail.
My name begins with *s*.
Who am I?

Answer: squirrel

I feed the nice green parrot.
He cracks me with his beak.
If he doesn't eat me
I grow in a garden.
Guess my name.

Answer: sunflower seed

Have you ever seen me?
I am very beautiful.
I swim in a nice glass bowl.
My first name begins with *g*.
My last name begins with *f*.

Answer: gold fish

My feathers are beautiful.
Children like to hear me talk.
Sometimes I screech.
You call me a ———.

Answer: parrot

We are nice and soft.
Sometimes we scratch when we are teased.
We purr when we are patted.
Who are we?

Answer: kittens

We growl and we bark.
Our mother washes us with her tongue.
We like to play with boys and girls.
Do you know us?

Answer: puppies

I have shiny bars.
Birds live in me.
What can I be?

Answer: cage

This material was based upon words encountered in nature study work. It has proved to be a stimulating method of review. Miss Dootson's[5] riddles may be used, but the boys like to have ones which are pertinent to their own work. After the boys had

5. Dootson, Lily Lee. A Riddle Book. Rand McNally. 1925.

grasped this method clearly, they were asked to make the next riddles themselves for their review lesson and seemed to enjoy it thoroughly.

One of those written by Louis Rives appears in "Our Story Book." Another, given by one of the other children, follows:

I am an animal.
I haven't a tail.
I am small.
Guess my name?
Answer: guinea pig

5. *Reading a Continuous Story.*

Preliminary work: The Argo Corn Products[6] exhibit was used. A braille label was made for each bottle. The corks were loosened so that the boys could sample the contents. (This cannot be done with all exhibits, as, for example, the spices which contain a poisonous preservative.) A discussion of corn and its uses followed.

One boy acted as teacher and distributed a brailled story of corn products in the form of numbered slips which were read aloud in sequence.

6. *The Horn-Shields Flash Cards.*

The writer, in cooperation with the Howe Memorial Press, adapted the 534 Horn-Shields Flash Cards[7] for finger reading. The material is comprised of eight sets: single words, prepositional phrases, completion sentences, pronouns, directions, exercises, judgment phrases and clauses. The ingenious teacher will find the ink-print manual helpful for using the material with blind children.

7. Summarizing paragraphs devised by Persing and Myers[8] have been adapted successfully to the use of blind children by Miss Bertha M. Buck, of the girls' primary department of Perkins. She has also had considerable success with dramatization in making braille reading enjoyable.

8. Miss Alice Stewart's story telling hour and library guidance have already been reported in *The Teachers Forum,*[9] and will not be discussed here.

It is hoped that the devices described in this paper may provide suggestions to aid in the establishment of favorable attitudes toward braille reading.

6. Advertising Department, Corn Products Refining Company, N. Y.

7. Horn, Ernest, and Shields, Grace. Directions for Using the Horn-Shields Silent Reading Flash Card Exercise. Ginn.

8. Persing, K. M. and Myers, Garry Cleveland. Summarizing Paragraphs.

9. The Teachers Forum. Vol. I, No. 6, p. 10. April, 1929.

The rest of this pamphlet consists of two story-books written by the pupils themselves. (See page one.)

OUR STORY BOOK

Poems and Stories, Original and Retold, by Children in the Kindergarten Department of Perkins Institution for the Blind

Supervised and Compiled by Frieda Kiefer Merry, Ph. D., Supervisor, With the Cooperation of Feodore Nicholls, Susan Morse, Carolyn Burrell, Sadie Turner, Wilhelmina Humbert (Teachers).
Department of Special Studies
Under the Auspices
of
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March, 1929

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A DREAM

One day there was a little boy and he was outside playing. Soon a bell rang for the boys to come in. But the little boy did not hear the bell.

There were some leaves outside. The little boy thought they were children like him. When he was trying to talk to them, the leaves began to rustle. The little boy thought that was how they talked.

Soon it was dark.

The little boy said, "I wonder why the bell does not ring!"

Then the leaves began to rustle and the little boy thought they were talking. He thought that they were saying, "The bell hasn't rung yet."

Pretty soon a great, big bear came along. The bear had lots of tires hanging on his arm. Then the bear said, "What are you doing out so late?"

The little boy said, "A bell should ring for me to come in, and it hasn't rung yet."

Then the bear said, "Stand still right where you are." Then the bear slipped a tire over the little boy's head. Then he threw all the tires on top of each other.

Then the boy said, "What did I do that you're doing this?"

The bear said, "I want to keep you warm."

The boy said, "The air can come through because there isn't any roof."

The bear said, "I can't get anything to cover it."

Then the boy said, "I don't like this place."

The bear said, "You don't want to catch cold."

"I don't like this place, so I'll knock it down."

Then the little boy ran home. He found all the boys in bed sleeping. He went to bed and to sleep. He slept a little while and found it was a dream.

I was the little boy.

John Di Francesco,
Age: 9 years.

MY CAT BESSIE

Bessie is my cat.
She was running along the steps.
She ran after me.
I ran into a little alley.
She ran into a little alley.
I ran up some stairs.
She ran up, too.
I sat down to rest.
Bessie played by herself.

Joey Mederos,
Age: 9 years.

OUR HAPPY DAY

Yesterday morning nobody in Bradlee Cottage could wait for half past nine to come. Excitement and enthusiasm were in the air. Can you guess what was happening? A great big bus came to take us somewhere. I wonder if you can guess where? We were going to Revere Beach for our picnic.

We went through Cambridge. There we saw Longfellow's house and Harvard University. We went through Somerville and Charlestown. We saw Bunker Hill where the Red Coats came. We went through Chelsea and then we came to Revere.

There was the sand all ready for us. And we ran to play. We made birthday cakes, alphabets, our names, the country of Switzerland, houses and hop-scotch. We dug holes and buried our feet. We filled up our sand pails. We had so much fun in the sand.

We took off our shoes and stockings and paddled in the water. Big waves dashed against us. We tried to jump over the waves. Miss McKenzie came in with us.

We saw a hydroplane flying around.

By this time we were all hungry. Our lunch tasted delicious. After dinner we went down to the waves again and played some more. Then most of us had two rides on the merry-go-round.

On the way back from the merry-go-round we had ice cream cones. At half past three we got into the bus again and rode home. We were so tired that most of us fell asleep.

We couldn't have had a better day or a better picnic.

Miss Morse's Class, 1927-1928.
From "The Bradlee Companion."

FIDO

I have a dog. Every time my little brother goes out on the street my dog goes in front and pushes him back.

He used to show me the way home and I'd follow him.

My brother would call the dog near him because he wanted to play with him.

My dog's name is Fido. He is a Collie and a good watch dog.

When Fido was little he used to go to our store and bark for something to eat. When he was given something he hid it in the dirt.

He used to come to the house and play with my brother and me.

He likes to go to the woods to find animals. Once he found a rabbit. He never fights with cats.

He sleeps in the barn near the door. The door is open a little. He barks if any one comes near.

He used to catch the rope of the cow when it tried to run away and would take the cow to my mother.

Fido got run over once and almost had his leg broken. He hopped on three legs. He was little then.

He used to lap my burned places to make them well when I got burned.

Fido would look for my brother in the barn. When he found him, he'd jump on him and lap him.

My brother would play with him with a rope. My brother would try to get the rope away but he couldn't. The dog would pull. When my brother let go, the dog would want to play again.

My brother tied the rope onto the barn and went into the house. The dog went into the barn to rest.

Albert Consigli,
Age: 10 years.

MY PLAY HOUSE

One day I went out by the pond. I found some logs nearby. I made a little log cabin. I put some of my toys into it and played there almost all the time.

But one day, the log cabin blew over back into the pond.

I went and got my toys and brought them back into the house.

Warren Ellis,
Age: 8 years.

WHY THE HEN CHASED ME

I killed a rooster to eat on Thanksgiving Day.

The hen was mad to have the rooster go. She chased me. I ran with the rooster. The hen ran after me. The hen pecked me. I ran faster. The hen ran faster.

I hid from the hen. The hen tried to find me. She could not find me so she went back to the hen house.

Then I went home.

Robert Little,
Age: 9 years.

THE SQUIRREL

Once upon a time there was a little squirrel. He sat on a fence eating nuts.

A bird came flying along. It said, "What are you sitting here for?" The squirrel said, "Because I am eating nuts."

Then the bird flew away.

Then a bluejay flew along. It said, "What are you sitting here for?"

The squirrel said, "Because I am eating nuts."

Then the bluejay flew away.

Then the squirrel went home and told his mother about the two birds he had seen.

Then his mother put him to bed and the squirrel went to sleep.

James Delaney,
Age: 9 years.

THE HEN HAWK

Once a little hen was going down the road to her home. By and by she met a hen hawk.

The hen flapped her wings and flew down the road. The hen hawk ran after her.

When the hen came to her house her ten little chickens were playing outdoors.

The hen said, "Come, come quickly. The hen hawk will try to eat you. Come into the coop!"

Then the hen took the little chickens by their backs. Then she locked the door so the hen hawk couldn't get them.

Charles Sprague,
Age: 9 years.

IN THE HEN HOUSE

One day I was living on a farm. I had a hen house with some hens in it. The rooster would crow in the morning. Then the hens would cluck.

Once I planted some carrots. A chicken pushed one of them over. Then she hid from me. I never knew who it was that knocked the carrot down.

Anthony Cerella,
Age: 8 years.

HOW THE SUN CAME

Once upon a time there lived a little girl. She was only four years old. Her name was Wee Lucy O'Connor. She lived with her father and mother in a pretty little cottage.

One day Wee Lucy asked her mother if she would tell her a story of how the sun came. Her mother said, "Yes." So Wee Lucy O'Connor started out to the front steps and sat down with her mother.

"Well," said her mother, "the sun is a big ball of fire. It does not go to bed at night. It stands still in the sky. It does not move. Only, when the world turns around, it shines on the other side of the world. Then it makes it night on this side of the world."

"But," said Lucy, "I thought that the sun went to bed at night."

"Well, it does not," said her mother, "but you must listen." So mother began:

"One day many, many years ago there was a fox. He lived in the woods. It was always night in those days. One day the fox was on a beach and he saw a tiny thread of light coming from behind a fleecy cloud in the sky."

"Was that the sun coming?" asked Wee Lucy.

"Yes," said her mother, "but you must listen now."

"Well," said her mother, "the light grew bigger and bigger, and soon warm sunshine was shining on the beach. The fox saw the shadow on the beach and was afraid. He thought that it was another fox, and he was afraid because he thought the other fox might fight when he turned his back. So he jumped into the pond and was drowned."

"Please tell me some more about the sun," begged Wee Lucy. So her mother began:

"Well, each warm day the sun shone brightly upon the beach. The people who first saw it began to think it very queer, indeed, for it had always been night at that time. But after a while a little fly told them that it was the warm, pleasant sunshine.

"One day a bear told the other animals that the warm sunshine had come, and each day the animals would climb the fences and watch the bright sun shining so brightly in the sky."

Pretty soon her mother said, "Now, Lucy, it's time for you to go in and play with your dolls."

Wee Lucy always remembered the story which her mother told her.

Ruth Enid Price,
Age: 8 years.

MY BALL

There was a little boy.
He had a toy.
It was a rubber ball,
That he rolled out into the hall.
Sometimes it bounced on the wall.
Sometimes he played
It was a football.
When he was done,
He said, "Mother, I've had good fun."

John Di Francesco,
Age: 9 years.

MY DOG

I had a little dog.
He was white.
He loved to chase rabbits
With all his might.

Alaric Nichols,
Age: 10 years.

OUR POP-CORN PARTY

Yesterday Mrs. Cox brought over her electric corn popper for us to use. She brought some butter and pop-corn, too. This morning we all went into the kindergarten to the pop-corn party. First of all we looked at the pop-corn which is shaped like a tiny little egg. The pop-corn popper looked like a pudding dish. There was a plug in it. Miss Humbert put the cord into the plug so that the electricity could heat the pop-corn.

There was a little crank on the popper. Lillian, Barbara, and Everill turned the crank. We heard the corn go pop, pop, pop, pop. It nearly popped the cover off. When Miss Humbert took the cover off, some of the corn popped right out of the

dish. We put melted butter and salt on the pop-corn. Miss Humbert chose some girls to pass the corn. It tasted so good. We played "My Aunt Went to Boston" and our pop-corn party was over. We enjoyed it very much.

Miss Morse's Class, 1927-1928.
From "The Bradlee Companion."

THE HEN AND THE ROOSTER

Once there was a hen. She went out to find something to eat. She came to some grain. Then she ate some of the grain. Then she went back home.

The rooster came home. He said, "Where were you?"

The little hen said, "I went to find something to eat."

"The rooster said, "I know where there is something to eat."

"Where is it?" said the hen.

The rooster said, "I saw some corn in the garden near the farm house."

Then the chickens came. One of the chickens said, "What were you talking about?"

The rooster said, "We were talking about something to eat."

"Where is that?"

The rooster said, "In the garden near the farm house."

Then another chick said, "Why didn't you bring us some?"

The rooster said, "I could not bring any because I couldn't lift it."

So the chicks said, "We will go and get some for ourselves."

Then the hen said, "I will go, too."

Then the rooster said, "Run along with me and I'll show you where the corn is."

So they all went to the garden.

James Delaney.
Age: 9 years.

A POEM

When the wind goes,
"Oo—Oo—Oo—"
When the sky is
Blue, blue, blue,
When the sun is out, out,
We all play about.
I like to play on a sunny day.
I do and so do you.

Angelina Correia,
Age: 9 years.

THE FARM

We have some cows. They are of different breeds. Some of them give milk. They like grass. They run out into the pasture. It is a hundred acre pasture. It has brooks running through it.

There are minnows in the brook. The minnows swim. There is a bridge over the brook.

By the brook there is a tree.

There is a big barn on the farm. There is an ice house by the barn. There is hay in the barn.

There are seven horses on the farm and seventy-two head of cattle.

The man who owns the farm is rich.

Corn grows on the farm, and grain.

There are cats on the farm. There are mice that the cats catch.

At home in the summer I play with my brothers and sisters. We play in the pastures in the meadows.

There is a road through the meadow. In summer we pick berries.

I have a trap and a saw.

I like the farm.

Alaric Nichols,
Age: 10 years.

THE PILGRIMS' FRIENDS

Once upon a time there were some Pilgrims. They had a little house made of logs. They had a fireplace outdoors. It was made of sticks.

One day they had a big party and invited the Indians. They had two deer. They had one rabbit and one bird.

Then one of the Indians said, "Let's have a shooting race with bow and arrows."

One of the Indians who raced won. One

of the Pilgrims who raced won.

Then one of the Pilgrims said, "Let's race together." Two of the Pilgrims were ties. Those two Pilgrims each won a rabbit.

When night came they had a great fire burning. One Indian said, "Let's have an Indian War Dance."

One of the Pilgrims said, "Let's play our trumpets."

So they played their trumpets and the Indians marched around the fire as they played.

One Indian said, "It's so nice here; let's build our Indian tents here and live with the Pilgrims."

Then the Pilgrims and the Indians lived together ever after and were very happy.

Horace Chandler,
Age: 10 years.

A RIDDLE

I am a little bird.
I am a pet.
I like seeds.
I like lettuce.
I have a little bill.
I have two legs.
I have a sweet song.
Guess my name.

Louis Rives,
Age: 9 years.

WORKING ON THE FARM

Three years ago my father worked on a farm. I went there sometimes with my mother.

My brother and I would take the cows to the well for a drink. Then I would take them to the barn. Sometimes they would run away and we'd have to chase them.

Every time they came in at night the dogs would chase them.

We would go out in the morning and help the man peddle milk.

There were some pigs on the farm. We could hear them grunt.

One day my sister went to feed the hens some corn. They all came around her. She was so frightened that she got on the automobile to feed them.

I would go with my father and the man he worked for to gather grapes and apples. I took two baskets of apples home. One night the man was picking cherries, and he threw some down to us.

One time the house got on fire. We threw dirt on it and called the firemen. The fire went out.

We had a good time on the farm. Then we went home.

Gideon Tancrelle.
Age: 9 years.

VACATION TIME

Every summer on August fifteenth we go down to Providence, Rhode Island. We get clams and fish. We pick blueberries and blackberries. We take pears home with us.

There is no gas or electricity down there. We have an oil stove and kerosene lamps. The water comes from the well.

We rent a house from Mr. Vose for a week. There are apple trees down there. The milk man comes morning and night. We go bathing. We take a log and learn to swim.

Once my brother was in a little row boat. He lifted up the anchor. The boat moved a little. My brother was scared.

We take a bus from Providence to Bristol. Then we take the boat and go four miles to the island. We take things from the store across with us.

We have a nice time. There are mosquitoes down there. Every night we see the New York boat go by.

Sunday, after a week, we go home. We leave about 3:30 P. M. and take the boat at 4:30 P. M. We get to Bristol in 45 minutes. We take an electric train at Bristol. Then from Bristol we go to Providence, and from Providence to Woonsocket. Then we are home again.

Gideon Tancrelle,
Age: 9 years.

CHICK

Chick, Chick, Chick, Chick, Chicken,
Lay a little egg for me.
I haven't had an egg since Easter,
And now it's half past three.

Arnold Morris,
Age: 7 years.

WHAT THE HEN DOES

When the hen lays eggs
This is how she goes,
"Cluck-cluck, cluck-clack,"
And when she finds some wheat
She plants it all herself.
When the wheat is planted,
She takes it to the mill,
And then the mill grinds it
Right into flour.
After the wheat is ground
Into flour, the flour turns into bread.

Carl King,
Age: 7 years.

FOUNDER'S DAY

Michael Anagnos was the founder of our kindergarten. We celebrated his birthday today in the hall. While we were singing "Anagnos, Dear Founder" the smaller girls and boys marched up to Mr. Anagnos's bust. They laid flowers beside the bust. The first girl carried a basket of chrysanthemums and oak leaves which she placed before the bust. We sang hymns. We told the story of Mr. Anagnos's life. Mr. Mabey told us about Mr. Anagnos, too. We closed by singing the "Battle Hymn of the Republic."

Miss Morse's Class, 1927-1928.
From "The Bradlee Companion."

POEMS ABOUT THE CHICKADEE

All the birds are gone away
In their southern homes to stay
But yet you may hear
The voice of some little dear
Singing, "Chick-a-dee, chick-a-dee, chick-a-dee."

Up in the apple tree
When we are in our winter coats
You may hear his bright cheery notes
singing,
"Chick-a-dee, chick-a-dee, chick-a-dee."

Fannie Correia,
Age: 10 years.

One day as I went out to play
I heard a little birdie say,
"Phoe-be—Phoe-be."
It was a little chick-a-dee."

Marie Del Monte,
Age: 10 years.

On a cloudy day,
A little birdie doth say,
"Chick-a-dee, Chick-a-dee, Chick-a-dee."
On a sunny day,
A little birdie doth say,
"Phoe-be, Phoe-be, Phoe-be."

Barbara Getchell,
Age: 11 years.

THE STORY OF THE BLAISDELL DOLLAR

Once there was a man who, when he was a boy, was poor.

He was blind and went to the school for the blind in South Boston.

When he was a boy at school he knew how it felt to be poor. He did not have any money to spend.

When he grew to be a man he went to work and earned money by selling pianos. He sold them for so many dollars down and so much a month until the pianos were paid for.

This man's name was Mr. Blaisdell.

Mr. Blaisdell did not spend his money on himself. He saved it for blind people.

Mr. Blaisdell's birthday was on the same day as Lincoln's.

When Mr. Blaisdell died he left some money to be given to the boys and girls of Perkins Institution.

Each boy and girl is given a dollar from this money on Lincoln's birthday because it was Mr. Lincoln's and Mr. Blaisdell's birthdays. They were both poor and kind.

On Lincoln's birthday we are shown our dollars and then we choose what we want to do with them.

Some choose pocket slates; some erector sets; some toy graphophones; some Tinker Toys; some flash lights; and some choose toy trains. We choose the things we most want.

We will not forget Mr. Lincoln who was kind to people and animals. We will not forget Mr. Blaisdell who was kind to blind children and people.

Second Grade Boys, 1928-1929,
Miss Nicholls' Room.

OUR HALLOWE'EN PARTY

Oh! what fun we had at our Hallowe'en Party. First of all we had a march. We played we were goblins. We had all sorts of things to make noises, rattles, crickets, bells and everything. Ruth Cox was a little witch. A big witch came dancing along with us. When we left the house our Jack O'Lanterns were on the table. When we passed the kindergarten window, there they were, grinning at us. We sang our Jack O'Lantern song to them.

When we came in the fire fairies were dancing in the fireplace. The witch came in and told us to make a wish. We put our hands into her big, black kettle and took out a card. The card told us whether our wish would come true.

Then we all slid down the witch's hill. There was a deep well at the foot of the hill. When we fell in, we found a candy surprise. Two ghosts came in to scare us but we blew them away. After we had played some games we curtsied to the Jack O'Lanterns and went to bed. Didn't we have a jolly time?

Miss Morse's Class, 1927-1928.
From "The Bradlee Companion."

THE WAX HOUSE

Once upon a time there was a fox and a deer. They lived in a little house in the woods.

The fox had a bag of meal, and the deer had a bag of apples.

One day the fox said, "I am going to make some meal pudding with this meal." And the deer said, "I am going to make some applesauce with these apples." So the fox and deer went on busily making their pudding and applesauce.

"The pudding will be nice for dinner," said the fox. "And the applesauce will be nice to put on our bread," said the deer.

So at last noon time came and the fox and deer sat down at the table to eat their pudding and their applesauce.

When dinner was over the fox said, "Maybe the bees could make us a pretty wax house to live in so we will not have to live in this birch bark one."

So the fox and the deer started out together through the woods until they came to a bee house where Mr. and Mrs. Buzzing Bee lived.

Mrs. Buzzing Bee came to the door of the bee hive.

"What is it?" she asked. "Will you make us a pretty wax house?" asked the deer. "Yes," said Mrs. Buzzing Bee, as she and Mr. Buzzing Bee began working.

Soon they had made a pretty wax house right in front of the bee-house.

Then the fox and the deer went into the wax house to live.

The next day they went out on a picnic and stayed all day. But when they came home they could not get into their pretty wax house. For Mrs. Thrifty Ant and her four children had moved into it and said it belonged to them.

The bees said they had made the pretty wax house for the fox and the deer.

"It is ours," said Mrs. Thrifty Ant.

So the fox and the deer went to Judge Dragonfly's house and asked him what he could do about it. And Judge Dragonfly said that the house belonged to the fox and the deer. For the bees, he knew, always told the truth.

So the fox and the deer went home and told the ants that they could not make pretty wax like that.

Then the fox and the deer went home to

their pretty wax house and lived happily ever after.

Ruth Enid Price,
Age: 8 years.

IF I WERE PRESIDENT

(After A. A. Milne)

I wish I were a President
Then I would be so content.

If I were President of France,
I'd take the people's hands and dance.

If I were President of Argentine,
I wouldn't wash myself so clean.

If I were President of Poland
I'd play the ukelele in the band.

If I were President of the U. S. A.,
I'd get right in the people's way.

If I were President of anywhere,
I'd say to the people,—
"I'm right there."

Grace Swanson,
Age: 7 years.

A CHRISTMAS PARTY

One Christmas Eve we had a good party. The party was in the kindergarten room in Anagnos Cottage.

Chains were hung from wall to wall. The chains were made of red and green paper.

There was a big Christmas tree in the room with toys, candy, bon bons and pretty decorations.

We had a fire in the fireplace. We had pine boughs around the fireplace and on the cabinets.

Chairs were put around the room for the audience who came to our party.

We had a little play called, "The Three Christmas Trees."

One boy was a big Christmas tree, one a middle sized tree, and one a tiny tree. They all wanted to be Christmas Trees.

There was a little boy who was a bird. He wanted to find a warm place. He asked the trees but only the little tree would let him in.

Three small boys were Jack Frost, North Wind, and Snow.

Santa Claus came with his reindeer. They were four boys dressed in reindeer suits. They drew a sled covered with red cloth with bells fastened on it.

Santa Claus chose the tiny tree because it was beautiful and kind.

After the play we sang songs and four boys told stories.

After the program we all sat down and the toys and candy were given out.

Some of the boys got tops, some harmonicas, some auto trucks, and some buses. We all had a bag with candy, nuts, pop-corn, raisins, and crackers.

Each boy got a tie.

We all played with our toys awhile and then we went to bed and fell asleep.

First Grade Boys, 1928-1929.
Miss Nicholls' Class.

THE SNOW MAN

If I were a snow man,
I'll tell you what I'd do.
I'd scare the boys and girls at night
Wouldn't you?
I'd climb up on a post,
And make believe I was a ghost.
And then I'd walk at night
And give them such a fright,
That's what I'd do.

Barbara Getchell,
Age: 11 years.

THE SNOW

The snow is like a jewel,
It is soft, white, and cool.
It comes from the clouds
By crowds and crowds.
When the sun shines on the snow,
It is like diamonds, you know.

Fannie Correia,
Age: 10 years.

John King from Anagnos Cottage named this book.

POEMS AND STORIES FOR BOYS AND GIRLS

(Original and Re-told)

By

Children of the Lower School

Supervised and Compiled by Frieda Kiefer Merry, Ph. D. With the Cooperation of Ethel D. Evans, Bertha M. Buck, Margaret Miller, Mary Lermond and Sina Fladeland.

Department of Special Studies

Under the Auspices of Perkins Institution and the American Foundation for the Blind, Inc.

1929

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SPRING HAS COME

Spring has come with birds and flowers,
All the world is bright and gay.
Buds have bloomed on twigs and bowers,
And the birds sing all the day.

Winter's gone with all its sadness,
And once more is song and cheer.
Spring has come with all its gladness
And the little flowers appear.

Now my children, large and small,
Don't you think it right
To praise the Giver of them all,
With all your heart and might?

Stephanie Mierzewski,
Age: 13 years.

A VISIT TO FRANKLIN PARK

It was a May morning, and a group of happy girls were coming from the garden to the schoolhouse. I was among them. We had planted lettuce and radishes about two weeks before, and that morning we had gone down to see how they were thriving. Reaching the schoolhouse, we went in and took our history books, ready to read. Before we began to read, our teacher, Miss Buck, had something to tell us. We were to go to Franklin Park and spend the afternoon by visiting the many birds and animals. My, but that was glad news!

After dinner we were ready to start. We walked down to the Square and took an electric car which went to the tunnel. After riding on two or three cars we at last reached our destination.

Franklin Park is a beautiful place. There are cement walks which lead to all the different places in it. We took one of these paths and didn't walk far before we reached the house where the monkeys live. When we went in our attention was attracted by the inhabitants who were chattering loudly and jumping from bar to bar. When they were climbing and got to a place where they stopped, they would sit and let their tails hang. They were having their dinner then and so were rather quiet. We were rather surprised when we heard a bark, but we soon found that it was a baboon in a cage nearby. On going to another cage we saw the kangaroo jumping back and forth, making a sound like, "thump! thump! thump!" The kangaroo's hind paws are longer than his front ones, so when he jumps he holds his forepaws up and jumps on his hind legs. Nearby

a little sun bear was walking back and forth, and ever so often he would put his nose against the bars and sniff at us. He looked like a little prisoner wishing he could be set free.

Leaving the monkeys we went to see the lions. We found the lions, tigers and leopard walking very quietly in their cages. Now was my chance to see "The King of the Beasts," the lion. He looked very fierce with that large head and mane. The tiger is striped and looked very handsome as he walked. Oh, how I wished I knew the history of all these animals! We left them and went to eat the peanuts our teacher had bought to feed the monkeys. Feeding the animals was not allowed, so we ate the peanuts ourselves.

After having our pictures taken we went to the bird house. What a noise met our ears when we entered! It seemed as though each bird was trying to see how much noise he could make. Most of the birds had bright colors. There were some the color of the rainbow. Others were white, green, black, yellow, orange, and many other colors which would take too long to describe. A large white bird which we soon learned was the pelican attracted our attention most. His bill was long, but his neck, when at its full length, was very much longer. Most of these birds with bright colors had very harsh voices. These were not the only birds. In another room there were birds with very sweet voices. There was the nightingale, the mocking bird, and other birds that are rarely heard.

After leaving the bird house we saw the elephant. He is a large animal with wrinkled skin which is very tough. His ears look like fans and his trunk is long. Beyond the elephant's cage is a pool of water, in which we saw the back of the hippopotamus. We were wishing that we could see his head, but he kept it under the water while we were there.

Our next stop was at a row of cages. The coyote, a small gray animal which looks like a wolf, was lying in the corner of his cage. The other cages were occupied by members of the bear family. There was the black bear, the brown bear, and the grizzly bear. The latter is the fiercest of that family.

Our time was nearly up now, and on the way to see the polar bears we passed a large cage. There a peacock was strutting around with his tail spread. My, but that tail was beautiful! It had very bright colors in it and the peacock looked very handsome as he walked about.

We soon reached the polar bears. They live in a large cage with a pool of water in front of it. They were not to be seen at first, but as we came nearer we saw them both lying on the rocks, playing with each other.

After leaving the park we went into a drug store and had some ice cream and peppermints. From there we started back. When we reached home we thanked the teachers for helping us spend such a delightful afternoon.

Miss Buck's Class,
1927-1928.

A BOY'S VISIT TO FRANKLIN PARK

Monday I went to Franklin Park. I saw a pair of moose there and also a calf moose. Their names are Jock and Jimmie. Jock is a big bull moose and Jimmie is a large cow moose. The manager told me that it was the largest cow moose he had ever seen.

Jock is as large as a large horse. He weighs about fifteen hundred pounds. Jimmie weighs about thirteen hundred pounds. The moose are quite timid.

We fed the two ostriches. Their heads are about seven feet high when they reach as high as they can. They did not forget me for when I went to the back of the

cage, they came and begged for some peanuts.

Robert Barrett,
Age: 11 years.

OUR PIGS

We have two pigs, a white one and a black one. We named the white one Freddy, and the black one Mr. Blackie. The white pig got his name out of a book which is in braille. The name of the book is "To and Again." There is a pig named Freddy in that book. The black pig was named for a man who gives weather reports over the radio. We gave him that name because he broadcasts for his breakfast.

We have a little house and pen for them in the orchard. They have a heap of straw for a bed.

We are going to tell you what they eat. We put three cups of wheat meal into a pail and pour boiling hot water on it. We stir it all up from the bottom, and pour milk in it until it is almost full. When there are fragments left from the tables, we put them in with the grain. When the pigs see us getting the grain ready they run all around the yard and squeal. Mr. Blackie puts his two front feet on us when we go in the pen to put the trough down. While they eat they put their front feet in the trough. When they start they don't lift up their heads until they are almost through. When Mr. Blackie is done, he steps across the trough and goes to the other corner to eat some more. When he is all done he comes and rubs his nose on us. Mr. Blackie likes clover, and both of them like apples. We cut the apples into quarters, and they eat them out of our hands.

On hot days we take the watering can and give them a shower. The black pig will stand there and let the water run over him, but the white pig runs away.

We had two pieces of tarred paper left from the roof. We took a long board and laid it across one corner of the pen. Then we put the tarred paper on it for shade. When it is sunny they like to go under it.

Sometimes on Saturdays we clean out their house. We take out all the straw with a fork. Afterwards we put in fresh straw. We spread gravel in the yard. Then we take a rake and rake out all the big stones.

Our pigs will be sold and go away to another place next week. We hope we shall have some more next year.

(This is a composite effort of Fourth Grade boys, but Robert Cookson and Basil Gould made the largest contributions.)

A FAST HORSE!

It was a hot Saturday afternoon in July when my brother and two boys hired a wagon to take some lumber out to our cottage in Randolph. It was a long caravan wagon.

I asked my mother if my cousin and I could go with them. At one o'clock we started. When we hired the horse the stable keeper said that he was a good puller. When the horse started pulling the wagon he went pretty well, but then he slowed up and at last he stopped. It took the boys a quarter of an hour to get him started. He went about a mile further. Then he stopped again right in the middle of the car track and stood there. But at last they got him started once more.

My cousin and I got tired of riding so slowly and about half past four we got off and walked the rest of the way. We got to our cottage at half past five. We sat down to rest when we got there. Then we went up into the woods to see if there were any blueberries. I stepped on a bees' nest and broke it. The bees came swarming out. One stung me on the leg and another on the left arm. When we started back to the cottage we heard a lot of shouting and noise. My cousin looked down the road and saw the team and the boys coming.

When they got to the door we went into

the house and my sister looked at the clock and said, "It is just seven."

My brother said, "It has taken the horse six hours to go twelve miles." They went out and unloaded the lumber. Then my brother and one of the boys went back with the team. They started at eight o'clock and it took them three hours to go home with the horse. They came back on the electric cars and got to the cottage at half past twelve at night.

Thomas Donovan.

THE HOLE IN THE WALL

One day when Jim Nelson, Bob Tennyson, Tom Barrie, and Arthur Rockwell were out walking around the Nelson farm, they found a hole in an old stone wall. Although they had been over the farm time and time again, they had never seen the hole before.

Jim thought it led to a secret cave used by smugglers, while Bob guessed that it was only a hole made at some time or other by workmen. The boys decided to spend their summer vacation trying to find out what the hole was really for. In a few days their tools came and they set to work digging.

One day after they had dug a long way, Jim called out, "Come here, fellows; I've found something." The boys found Jim looking into a large opening which seemed to lead into a room or passage. Before they dared to go into it they decided to test the oxygen. They put a lighted lantern into the place and found that it would not burn. This showed that it was not safe for them to go into it yet.

After three days, the boys again made the test. This time the lantern kept burning, so they knew it would be safe to venture in. The boys crawled through the hole and turned to the right. After they had walked about ten feet, they came to some stairs down which they carefully crawled. The boys found themselves in a large room. After exploring for a while Jim found a huge chest which was filled with old hats and other clothing.

Jim said, "Look at this man's coat. Didn't they wear funny clothes! Look at these hats! They are the funniest things I've ever seen. Say, do you know what I think?"

"What?" asked the other boys.

"I think this was some kind of a secret manufacturing place before the Revolution. Let's look around to see if we can't find something."

They searched for some time, and found a framed piece of paper reading thus:

"We declare to make hats, other clothing, and furniture against the will of King George.

"(Signed) Warren Lambert, Arthur White, John Bradford."

"I bet you, that's just what it is," said Tom. "Look, this is a broken sword. Oh, look, it is stained with blood, and see, there are blood stains on the floor. And there are big pieces broken out of the wall."

"Yes, sir," said Jim. "This was a secret place where they manufactured things against the will of King George. Somebody discovered what they were doing and killed them, and took away their machinery."

"I'll bet you're right," said the boys in chorus.

"But what shall we do with the place?" asked Arthur.

"Let's keep it for a secret club house," suggested Jim. "We could dress up in the old-fashioned clothes and have lots of fun."

"Good idea," shouted the boys.

Louis Rives,
Age: 10 years.

THRILLING ADVENTURES ON THE CONNECTICUT RIVER

It was a warm bright day in June when the boys and girls were dismissed from school. School was over, and the children were looking forward to the long summer vacation. Who was to enjoy this vacation the most? I think the Johnson boys, Ralph and Everest. "Hurrah!" shouted the boys as they entered the kitchen and threw their caps to the ceiling and caught them again.

"Just think. No more school until September."

The Johnsons lived within a stone's throw of the Connecticut River. One morning the boys awoke, looked out of the window, jumped out of bed, and dressed in five minutes. It was the day they and the Bryan boys were going down the Connecticut River fishing. As soon as their lunch was packed, they said goodbye to their mother and rushed down to the river bank. Everest pushed the boat away from the shore and leaped into it. The other boys soon followed his example.

As they rode down the stream the sun rose higher and higher until it was eleven o'clock. Everest said, "Let's have our lunch now before we cross the line into Connecticut."

"All right," said Eddie, "we are going to land now." Then the boys went ashore, gathered some dry sticks, and lit a fire. After they ate a hearty lunch, they got back into the boat again.

Ralph said, as he looked around, "I think we'd better turn back, for it's quite late. See, there's a dark cloud."

"Oh!" exclaimed Everest, "it's seven o'clock!" The boys turned back, and as they were within a mile of the landing place, the clouds seemed to burst over their heads. The thunder rolled in the heavens, the lightning flashed, and it was all that John and Ralph could do to row the boat against the current. It was lucky that the boys could all swim, for just as they passed a dangerous place, and were about forty feet from the shore, the boat tipped over. As soon as the boys touched the water they began to swim. When Ralph reached the shore, he called to the boys in the water, "Ho! boys! This way, boys! Hurry, for it's cold standing here!" The boys were encouraged when they saw that Ralph had reached shore, and they swam bravely and were soon standing beside him. They agreed to go home as they had had enough for one day's outing. When they reached home they found their mothers at the door, for they were very anxious.

Evelyn Crossman,
Age: 13 years.

THE THREE WISHES

Once there were three sisters. Their names were Elly, Betty, and Theodora. One day Elly, the oldest sister, said, "I'm going into the woods to find the fairy castle."

"Oh, Elly!" exclaimed Betty and Theodora, "you'll get lost in the woods."

"I shall go," said Elly, "even if I do get lost."

The next day Elly started out. Soon she came to three roads. She sat down to eat her lunch. As soon as she started to eat, she saw a little ant crawling on the grass before her. Elly shook her napkin at it and said, "Go away, you horrid thing! I haven't any crumbs to give you." After she finished her lunch she started on her way again. Soon she came to a little hut. She knocked at the door, but to her surprise, no one answered her knock. She could not get in because the door was locked.

That night Elly slept in the woods. The next morning when she awoke, she found herself in a beautiful room. Before her stood a fairy, dressed in pink with her golden wand in her hand. The fairy said, "You may have three wishes."

Elly was delighted. "I wish I was rich as an emperor," answered Elly.

"You will be soon, and it will be a failure. What is your second wish?" asked the fairy.

"I wish I lived in a palace, and had the fairy queen for my slave," said Elly.

The fairy was angry. "You shall not have your wishes!" exclaimed the fairy, "and you shall be punished for this!"

Elly was frightened and began to cry. Then the fairy took Elly to a little room. It was rather bare but in one corner was a bed and in another was a table. Elly was getting more and more frightened. "Now you must make a model of a fairy," said her

captor, "and tomorrow we fairies will stand around in a ring. If you choose the right fairy and your model looks like her, you shall be free. If you choose the wrong one, you'll have to stay here always."

After a few weeks Betty said that she was going to find Elly. Theodora wanted to go, too, but finally it was decided that Theodora should not go just then. The next day Betty started out. The same thing happened to her, and she was put in the room like Elly's. After a few days Theodora started out. When she came to the three roads and sat down to eat her lunch, the little ant crawled on the grass beside her. She gave it a bread crumb. It disappeared dragging the crumb of bread with it. After it had hidden the crumb of bread, it came back, not as an ant, but as a fairy. She told Theodora about her sisters, and then she said, "You may have three wishes."

"I wish," said Theodora, "that my sisters may be free again."

This wish pleased the fairy because it was not a selfish one, and she told Theodora that it would be granted. The fairy and Theodora went to the little hut, where Elly and Betty were working on their models. The fairy let them go, and the three sisters went home, and lived together happily in a little cottage.

Mary Bedrosian,
Age: 13 years.

A CRUEL BOY LEARNED A LESSON

Once a boy, while playing in the field, saw a grasshopper.

"Oh, what fun I shall have teasing the grasshopper," said the boy to himself.

He took hold of one of the grasshopper's big legs and made it jump about. Every time it jumped, it grew larger, and larger. The first time the grasshopper jumped the boy was astonished. The second time it jumped he was more astonished than ever. The third time the boy was so amazed that he could hardly speak or move. The grasshopper grew half as big as the boy, then as big as the boy, then even bigger.

The grasshopper began teasing the boy. It took hold of his leg and made him jump on one leg. The boy grew very tired. Finally he could bear it no longer. "Oh, please, grasshopper, I shall never tease anyone again," he cried.

Now the grasshopper was really a fairy disguised. When she knew the boy had learned a lesson, she turned into a fairy again. The boy was more surprised than ever.

"I think you have had enough," said the fairy, "but remember the golden rule. 'Do unto others as you would that they should do unto you.' "

"Thank you," said the boy. "I will never tease any of God's creatures again."

Written by Girls' Intermediate Grade.

THE CONTEST

In the year 1850 there was a school in a little village near the city of Buffalo in New York. This school was not a very large one, and New York was not as large as it is now. The people would send their children to this school to learn how to read and write and many other things which they needed to learn.

The schoolmaster's name was Mr. Scott. He was a very good schoolmaster. One day in the spring he said to the boys, "I shall give a prize to the one who will be the best speller next month. But I shall not tell you what the prize is going to be until the contest is over. This is what the contest will be like. On June twenty-fifth I shall give you 625 words. The one who stands in line until the very last will be the winner."

The scholars liked their schoolmaster very much and they wondered what the prize would be and who would win it. Each one of them was getting prepared for the contest.

At last the day came when they were to have the contest. They all arrived at school very early and very excited, too. At a quarter past nine they were all arranged in line.

The master came and saw them all standing there. Then he said, "Oh, yes, you are all ready." He took his seat in the front of the room and opened his desk to get the spelling book. He took it out and turned to the page where the words were. Then he called out, "All ready, here we are."

It was so silent that you could have heard a pin drop. He started to give them the words.

One by one they failed and had to sit down until at last there were only two who were up. It looked for a while as if it were going to be a tie. They were all cheering, when one of the boys failed. The other boy whose name was Jim stood to the last of the list. The master smiled when he said that Jim was the winner.

Then they were silent again. The schoolmaster opened his desk and took out a little bundle. They all wondered what the prize would be in such a little bundle. He said, "Jim, come here." Jim came to his desk and the master gave him the little bundle. He unwrapped it and they were all amazed to see that it contained a watch. It was a very nice watch with a little silver knife and chain which went with it.

The schoolmaster was very proud of Jim and Jim was proud of himself. The boys cheered him. School was to close the very same day. The schoolmaster dismissed them and one by one they went out. Among them was Jim with his watch.

Stanley Lankowicz,
Age: 13 years.

THE BIRD

What a pleasant life has a little bird
Sailing up so high!
Nothing to do the whole day long,
But sail up in the sky!

Louis Rives,
Age: 10 years.

MY FIRST CHRISTMAS PARTY

Before anything exciting ever happened to me, I lived in the forests of Vermont with my brothers and sisters. How happy I was! Everything pleased me. We liked the fresh air, the birds building their nests in our branches, and singing their songs in the summer time and even the rough storms of the winter.

One day we were talking, and I said, "Where do the trees go which are cut down?"

"We don't know, for they never have come back to tell us," said the other trees.

"I wonder if our turn will come this year," said I.

Very soon we heard sleigh bells in the distance. By and by we could see men walking along and stopping now and then to look at a tree. Finally a man came to me and started to cut me down. I trembled from head to foot at the first blow, for I thought surely that the end had come. Then I was taken and put on the sleigh.

As they picked me up and carried me away, I said goodbye to my forest home. Then they put me and some of my brothers and sisters on a big truck. After a while they put us on the train, and there we talked and wondered what was going to happen to us. All of a sudden the door opened and they put four of my sisters and me on a truck and drove off to Watertown. When we reached the Square, the driver took us to a store. There it was so noisy we couldn't hear ourselves talk. A man came into the store and looked at us, and I heard him say, "I will take those five." I heard a man say that we were going to Perkins Institution, and sure enough we were. We stopped in front of a large building, and there I was put outside a kitchen door.

After a few days I was taken into a large room and set up on a stand. I liked that room because it was so different from the forest. Late that afternoon some ladies came in and began decorating me. They also put boxes and bundles on my branches and at my feet. When I

was all decorated and trimmed I felt very proud, and I wished that my brothers and sisters could see me now. Then the people went away and I was left alone.

After what seemed a very long time, the sound of merry laughter and talking reached my ears. The door opened, and in trooped about thirty children. Some of them sat down, while the others gave a play. What was my great surprise when I saw one of my younger brothers brought in! After the play was over, my brother said, "Goodbye", and was taken away. Then the children crowded around to see my pretty decorations. After they had admired me, the teachers lighted my candles. Then they all formed circles around me, and sang Christmas carols for about half an hour. I felt rather disappointed when my candles were blown out, for I was rather fond of them. If my mother had known how proud I felt she would have been shocked. When the lights were put on, the presents were given out. While I regretted having my presents taken off, I was glad the children liked them. After they had gone to bed, the people came in to take off my decorations. This disappointed me very much, for I was feeling prouder and prouder every minute. They laid me down and left me alone to think of what had happened. I hoped that my brothers and sisters had enjoyed their Christmas as much as I did mine.

Miss Buck's Class,
1928-1929.

A VISIT TO MY GRANDPARENTS IN ITALY

I was a little girl when I went to Italy. I shall tell you about my journey. We took the train to New York, and there we went on the ocean steamer. After we had gone a little way from the land, it seemed to me as if the steamer were going up and down. My mother was seasick, but I wasn't, and after a while I got used to it. For several days we couldn't see land. We could only see sky and water. There was very little for us children to do. I liked to look down in the water at the fishes. Some of them would jump up in the air and go down again with a big splash. There were some other little girls on the steamer and sometimes I would play with them.

After two weeks we reached Genoa. My grandparents lived in a town near a city. My grandfather met us at Genoa, and we drove home in a carriage. I was very tired, so I went to bed as soon as we got to the house. The next morning when I awoke, the sun was shining. I hopped out of bed and dressed quickly. My brother Mando was a baby two years old, and I had a sister named Emma. We went out to play until breakfast was ready. After breakfast my grandmother took me by the hand and showed me the house. It was a large brick house. In the house was a dance hall, the largest in the town. The people came there to dance on holidays. I liked to watch them dance and listen to the music. The people in Italy like to dance.

My grandfather had different kinds of fruit trees on his farm. He raised figs, grapes, apples, and cherries. He also had some chestnut trees. He kept hens, cows and horses. We children liked to ride on the horses' backs.

All the people in the town had to go to a spring for water. They filled their pails and carried them on their heads. I wanted to try it, but my mother said I would spill it. They washed their clothes under the waterfall.

Every morning my mother and uncle went out on the farm and gathered wood for fire. They tied the sticks in bundles and carried them home on their heads. Once I tried to carry a bundle of wood on my head, but I dropped it before I got half way home.

The people in Italy celebrate Hallow-

e'en very much as we do. I saw a queer looking lady. She had on a long dress made of paper. She had a lighted lantern on her head. I felt frightened. In the evening she came to my grandmother's house to dance. Then after a while some other people came to dance, but I could not tell who they were because they were dressed so strangely and had masks on their faces. I stood close to mother's side. My sister and brother were a little afraid, too. We went to bed early because we did not like the sights that were downstairs. That night I dreamed that a witch came near my bed and put out her arms to take me off to witchland. I gave a loud scream. My mother came to me and told me not to be afraid.

Christmas in Italy is like Christmas here in some ways. Early in the morning before the sun was up, we went downstairs to get our stockings. In each one was an orange, a piece of candy, and some nuts. The dance hall was decorated for the Christmas party. Before dinner the people began to come to the party. After dinner they danced. We children stayed on the piazza because the hall was so full. Some of the people danced out on the piazza for the same reason. You wouldn't have thought it was Christmas day because it was so warm.

One morning very early, I awoke suddenly. My bed seemed to be sliding from side to side. At first I thought I was dreaming, but I found it was true. I jumped out of bed, dressed quickly, and flew like the wind downstairs. I found my mother standing out on the street talking to a group of people. I ran up to her and said, "Mother, I'm afraid! The earth is shaking!" I asked my mother all about it. She told me it was an earthquake. We got some food and some blankets, and went to another farm which my grandfather owned. We stayed there for two weeks. Sometimes while we were there we felt the earth shaking. After a while the earth didn't shake any more. Then we went back to the house. I hope to go there again some time to see my grandmother and grandfather.

Anna Accorsi,
Age: 13 years.

A STORY OF THE WORLD WAR

I was born in Orleans, France, in 1911. My father and mother came to the United States when I was but one year old. They left me in France with my grandparents.

One day in 1914, as my uncle and I were walking in the garden, we heard a roaring of engines above us. We looked up and saw a fleet of airplanes flying across the sky.

"I wonder why there are so many," I said.

He said, "I have read in the papers of a war coming on and I think that those are army airplanes."

I ran into the house and told my grandfather to come and look. This he did and said, "Oh, dear, I hope your two uncles won't get killed in the army."

Then all of a sudden there was a loud crash. What was it? It was a bomb that had dropped from one of the airplanes and exploded on a house quite near ours. We ran to our neighbors and my uncle said, "Did you hear that?"

We did not have any cellar under our house, so my grandmother said, as she wiped off her tears, "Come, let us go down into your cellar." We did so and came out again after it was all quiet and ate our supper. A little while afterwards I went to bed.

After I had gone to sleep, I woke up with a start. What was it that woke me? I heard my uncle get up and go downstairs. There were some German soldiers waiting outside. The captain knew how to talk French. He told my uncle that he should keep himself and his soldiers until they should go away. So they came upstairs and put down their blankets, lay down and went

to sleep. The next morning they went away to drill. At night they returned again. They did this every day until it was time for them to leave. The captain was a kind-hearted man and very polite.

The people who lived on a farm in back of our house had to keep some soldiers, too. They kept the soldiers' horses and wagons and a big cooking stove on wheels, on which the soldiers cooked their meals while they were at the farm. The soldiers who stayed at my grandfather's house went up to get their meals at the farm and brought them back to eat them. The captain once brought home a little kettle full of cocoa. He gave me a cupful and offered me a piece of black bread and butter. I thanked him very much.

One morning, some time after ten, I heard a rap at the door. I ran upstairs and told my uncle. He went down and I after him. There at the door stood our troop of soldiers. My uncle asked the captain what he wanted. He answered, "I want your dog."

My uncle asked, "What for?"

The captain answered, "We don't want any dogs living now, so go and get it."

My uncle did as he was told. He soon returned with the dog and gave it to the captain. My grandfather then asked, "What are you going to do with the dog?"

"Kill him," replied the captain.

"How?" asked my grandfather.

"Shoot him."

So they went away, taking the dog with them. When they were gone, I cried and cried because I liked the dog very much and was sorry to have it go.

One day the captain came into the house and told my grandfather something which I could not hear because I was in another room. In the afternoon I saw a wagon come up the road and stop in front of our house. A man jumped down and went in. I saw that it was the captain. In a little while he came out and drove the wagon into the back yard. He went in again by the back way upstairs and opened the windows. I went into the house and asked my uncle what the captain was going to do. He told me that we would have to go to another country, which I afterwards learned was Belgium.

I watched the captain and my uncle throwing down mattresses and bed-clothes onto the wagon. In a little while my grandfather called me in and dressed me.

As soon as everything was ready we went to the station, got our tickets, and waited for the train. When it arrived we got on and our baggage was put in the same car where we were. I do not remember just how long it took to get to the village in Belgium where we stopped, but I think it was about two hours.

When we got to the station our baggage was put in a bigger wagon and we sat on the trunk. The wagon rolled on until we got to the village. The driver stopped his horses in front of a schoolhouse, and told us to get off and eat our lunch. When we finished eating, we went to one of the village houses. As soon as we arrived we all helped unload the wagon.

My aunt and two cousins, who came with us, were to live in the cellar. My grandfather, grandmother, two uncles and I lived on the first floor. The next morning, the second day I was there, I went to school. This I did every day.

One evening, as my aunt was getting supper ready, and my cousin and I were playing together, there was a knocking at the door. My grandmother opened it and there stood my other aunt with my baby cousin and two other cousins of mine, a boy and a girl. All of my cousins, excepting the baby, got in the team in which they came and rode with the driver to another village where we got off and walked back home.

There was a farm in the next village and most every day after school I used to go there and play with a little dog.

When we heard that the war had ended, the village people all put up flags and rejoiced. We stayed in Belgium until 1919

and then we went back to France. When we got there, we found our home partly torn down. The windows and doors were broken in and our cherry tree and pear tree had been cut.

In 1920 I came over to the United States and have been here since.

Bertram Chambeau,
Age: 14 years.

MY PONY

If I had a little pony,
I'd take him riding every day.
I'd ride around the big round world
And watch the children play!

Joseph Ramos,
Age: 12 years.

Douglas Barker of Potter Cottage named this book.

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